A Guide to the IMAP-SP for Beginning School Psychologists

Indiana Mentoring and Assessment Program for
School Psychologists (IMAP-SP)

Table of Contents

Chapter 1: Participation in the IMAP-SP

Section A: Background of the IMAP

The Office of Educator Licensing and Development (formerly known as the Indiana Professional Standards Board), established by the legislature in 1992, governs the preparation and licensing of education professionals. *The mission of the Office of Educator Licensing and Development is to enhance the quality of learning for Indiana's P-12 students through establishing, maintaining, and ensuring adherence to performance-based standards for Indiana P-12 education professionals throughout their careers.* The Office of Educator Licensing and Development has adopted standards for all Indiana P-12 Educators. Modeled from the Interstate New Teacher Assessment and Support Consortium (INTASC) core principles, the standards describe effective practices for education professionals throughout their preparation and career. The level of proficiency expected, however, will become more comprehensive and more skillful at each successive stage of the educator's career. These standards provide a strong linkage to Indiana's goals for students in P-12 education.

Once the standards were adopted, a model for assessing the educator's practice that exemplifies those standards was initiated. A portfolio prototype was designed to assess performance in specific content areas. These standards-based portfolios are performance assessments, which demonstrate what educators know and can do within the context of their own practice and fields of study.

After receiving an Initial Practitioner License, beginning school psychologists will submit a portfolio, which includes evidence regarding their practice and competencies in the 11 domains of training and practice as outlined by the National Association of School Psychologists. Data/evidence for the portfolio are collected from a variety of activities performed by the school psychologist. The beginning school psychologist portfolio is uniquely designed to equip beginning practitioners in school psychology for effective and comprehensive practice by providing instruction, reflective inquiry, and feedback. The standards and assessments for preparing and licensing school psychologists are purposefully linked to each other and to standards and assessments validating increased learning by Indiana's students. For this reason, the Indiana Department of Education, Office of Educator Licensing and Development believes that Indiana will have school psychologists who are effective in helping *all* students learn.

Indiana Defines Effective School Psychological Practices

The Office of Educator Licensing and Development believes in the importance of the role and function of the school psychologist, as a school services professional, within the overall

academic mission of the school. The School Services Professional Standards set forth seven areas in all school services providers, including school psychologists, should be proficient:

1. Academic, emotional, social, and physical development of the student and the quality and effectiveness of the learning environment;
2. Education systems and learning organizations and the facilitation of processes and practices that promote lifelong development and learning;
3. Collaboration within the educational system and with families and community resources to respond to student needs;
4. Assessment theory, research, and techniques;
5. Intervention and prevention options to address student needs;
6. Local, state, and federal laws that affect schools and the educational process; and
7. Ethical and professional behavior.

In addition, school psychologists must meet the standards for Credentialing of School Psychologists as set for by the National Association of School Psychologists (NASP, 2000). These national standards require both knowledge and practice competencies in each of the following domains of professional practice:

1. Data-based decision making and accountability;
2. Consultation and collaboration;
3. Effective instruction and development of cognitive/academic skill;
4. Socialization and development of life skills;
5. Student diversity in development and learning;
6. School and systems organization, policy development, and climate;
7. Prevention, crisis intervention, and mental health;
8. Home/school/community collaboration:
9. Research and program evaluation;
10. School psychology practice and development; and
11. Information technology.

The Office of Educator Licensing and Development believes that it is the responsibility of the profession and of policy makers to insure that the opportunity to develop effective school psychological practice is honored in the preparation process, and that fair and disciplined judgments are made over time by appropriate professionals knowledgeable about the candidate.

While the scope of the school psychologist's role and function encompasses all of the above standards, the Office of Educator Licensing and Development understands that local schools may create various job descriptions or have different staffing patterns and responsibilities for their school psychologists. The Indiana Mentoring and Assessment Program for School Psychologists (IMAP-SP) was designed to provide beginning school psychologists an opportunity to demonstrate the performance of these standards from within the parameters set forth by their local school.

The Link Between Effective School Psychological Services and Improved Student Learning

We believe that student learning is directly related to effective school psychological practices and services and that school psychologists, like teachers, administrators, other school service professions, and students, should be continual learners. As a result, beginning school psychologists will receive guidance and support by trained mentors, as well as professional development activities provided by their schools. Such guidance and support within a rich, collaborative environment should provide practical strategies to enhance the capabilities of beginning school psychologists to increase student learning.

In addition to an in-depth understanding of the content-specific Indiana Standards for School Services Professionals and Standards for School Psychologists, beginning school psychologists need to be knowledgeable about policies and documents which define expectations for student performance. This includes the following
- The Indiana Student Standards for Guidance;
- The Indiana Academic Standards;
- The Indiana Statewide Testing for Educational Progress Plus (ISTEP+);
- The Indiana Standards Tool for Alternate Reporting (ISTAR);
- Indiana Articles 4 and 7, and
- Public Law 211 and local school improvement documents.

Section B: Who Must Participate in the IMAP-SP?

The following classifications of beginning school psychologists **must** participate in IMAP-SP:

- Those who are employed as school psychologists (for at least 3 clock hours per day) in an Indiana public school[1] or an accredited non-public school **and**
- Those who hold an Indiana Initial Practitioner License, acquired after **July 1, 2008, or**
- Those who hold a reciprocal license acquired after **July 1, 2008** (Reciprocal licenses are obtained because of training in another state).
- Those who do not have two years of experience as licensed school psychologists from out-of-state accredited schools.

** Please Note: Holding a valid license is a condition for both employment as a school psychologist and participation in the IMAP-SP.

[1]Public schools include charter schools, magnet schools, and schools operated by the Department of Corrections, Division of Special Education, and Department of Children and Family Services.

Section C: IMAP-SP Timeline

Year One	Year Two	Year Three (if needed)

1. Enroll in the IMAP through Office of Educator Licensing and Development.
2. Meet assigned mentor/mentor team.
3. Become familiar with IMAP-SP requirements.
4. Attend local orientation sessions and become familiar with local assessment plan.
5. Identify professional goals and corresponding domains/standards of practice.
6. In collaboration with assigned mentor, specify 4 activities to be conducted by the end of Year 2 to address the identified professional goals.
7. Participate in mentoring with assigned mentor/mentor team (as described on pg. 12).
8. Participate in professional development.
9. (Optional: Conduct the specified activities and begin documentation for IMAP-SP completion).
	1. Participate in mentoring with assigned mentor/mentor team (as described on pg. 12).
	2. Conduct the specified activities (or finish if started during Year 1).
	3. Complete the required documentation for the IMAP-SP.
	4. Participate in continued professional development.
	5. Prepare the IMAP-SP Portfolio for submission.
	6. Submit the IMAP-SP Portfolio:
	  a) January 31st (Early),
	  b) February 28th;
	  c) March 31st;
	  d) May 1st (Final Submission Date).
		1. Participate in mentoring and/or school-based support (optional, at discretion of district)
		2. Resubmit IMAP-SP Portfolio by February 1st.

Section D: Annual Registration for the IMAP-SP

It is the responsibility of the school district to register beginning school psychologists in the IMAP-SP each year within **10 days (or October 1, whichever is later)*** of hire or assignment to a school district. Registration is required on an annual basis, until beginning school psychologists have met all IMAP-SP requirements.**

*Note: Required enrollment date for academic year 2008-2009 will be delayed until October 30th to allow for mentor training in early October.

** Please note: Both the beginning school psychologist and the mentor MUST hold a valid Indiana School Services License to be eligible for the program. (If the beginning psychologist is waiting on the license to be issued by Office of Educator Licensing and Development, you must wait to enroll them in IMAP).   You will have 10 days from the date the license is issued to enroll.

Section E: Role/Responsibility of the Education Community

The successful entry of new school psychologists into the profession and licensure requires a sharing of responsibility between the local school, school district, planning district/cooperative, state, professional organization, and beginning practitioners.

State-based support: provision of portfolio handbooks, support seminar models, resource guides, a list of human resources, and certified mentors

Regular contacts with a certified mentor: identify this feature in the local school assessment plan

Availability of released time: identify this feature in the local school assessment plan

School-based support: assignment of a mentor within 10 days of commencing employment; provision of instructional support specific to one's content area; development of an assessment plan; knowledge of district policy regarding use of IMAP-SP professional development funds.

State professional organization: provision of mentor training, portfolio reviewer training, and ongoing professional development opportunities.

Section F: Role/Responsibility of the Beginning School Psychologist

Beginning school psychologists have the following specific responsibilities:

- To maintain a **valid Indiana school psychology license.** Both your employment and IMAP-SP participation are dependent upon you holding a valid school-psychology license. Don't let your license lapse!,

- To know your **program status** and what you must do to successfully complete the IMAP-SP within the appropriate time frame, as well as the consequences of nonparticipation,

- (once registered in IMAP-SP) **To inform the Office of Educator Licensing and Development, in writing, of any changes** in school assignment, name, or employing school district,

- To utilize the **resources available in your district** such as your mentor, principal, guidance director or supervisor, portfolio scorers, and other beginning school psychologists who have recently completed the IMAP-SP,

- To utilize **resources provided by the Office of Educator Licensing and Development** such as portfolio overview sessions, guides, instructional portfolio handbooks, school services personnel standards, and website information,

- To utilize resources provided by the Indiana Association of School Psychologists and the National Association of School Psychologists such as professional development materials, website, trainings, ethical guidelines, and documents on domains of competence.

Section G: IMAP-SP Contacts and Resources

Indiana Department of Education, Office of Educator Licensing and Development
Indiana Department of Education, Division of Student Services
Indiana Association of School Psychologists
Resources available in the beginning school psychologist's local district/cooperative

Chapter 2: IMAP-SP Process for Beginning School Psychologists

This chapter describes the support component of the IMAP-SP and its goals. Support for the beginning school psychologist during the IMAP-SP is available from three main sources. At the state level, the Office of Educator Licensing and Development provides resources. School-based resources are provided to the beginning school psychologist by the local school district and individual guidance is delivered through a mentor.

Section A: The Goal and Objectives of the IMAP-SP

The primary goal of the IMAP-SP is to ensure that highly qualified and competent school psychologists serve Indiana students in order to improve student learning.

IMAP-SP objectives are:

• To ensure that beginning school psychologists have opportunities to strengthen their knowledge of content matter related to academic, social, affective, adaptive, and cognitive development; intervention design, assessment and progress monitoring, and data-based decision making.

• To prepare beginning school psychologists to successfully develop and demonstrate the knowledge and skills related to professional domains of competence, the developmental standards, the student services standards, and school psychology standards as defined by the National Association of School Psychologists and adopted by the Office of Educator Licensing and Development.

• To assist beginning school psychologists in understanding the school and district's curricular goals and standards, as well as state standards for student achievement, as defined by *the Indiana Academic Standards.*

• To provide the foundation for a process of lifelong learning and professional growth

The Integration of the IMAP-SP with Local School Assessment Plans

These primary activities may be supplemented by activities at the local level. Many school districts have developed their own processes for initiating beginning school psychologists into the school or district, such as holding regularly scheduled meetings, hosting monthly "breakfasts" with the principal and new staff, orienting beginning school psychologists to the community, or inviting beginning school psychologists to observe curriculum committee or other staff meetings. The school-district process may involve many different individuals, such as the building and district administrators, department chairs, school counselors, school team

leaders, the district's staff development director or professional development coordinator, or other staff members.

Section B: Mentor Support for Beginning School Psychologists

1. Who Is Eligible to Serve as a Certified Mentor?

A **certified mentor** is a proficient practitioner, or equivalent, school psychologist who has been selected by the local school district and has completed a **state-approved training program for school psychologist mentors**. This individual is assigned to support a beginning school psychologist during their participation in the IMAP-SP. The individual mentor is trained to provide support to the beginning school psychologist as well as identify additional resources needed to ensure the beginning school psychologist develops competency in school psychology. After successfully completing a state-approved mentor training, the participant is qualified to serve as a mentor. A list of certified school psychologist mentors is provided by the Office of Educator Licensing and Development. It is also important for the school district to take into consideration the mentor's availability to the beginning school psychologist. Therefore, a mentor should be as easily accessible as possible.

** Please Note: A beginning school psychologist may not be placed with a department supervisor or administrator who participates in his/her evaluation.

Certified School Psychology Mentors meet the following criteria:

- Hold an active license In school psychology from the Indiana Department of Education, Office of Educator Licensing and Development,
- Completed a minimum of three years of experience as a school psychologist, and
- Currently employed in the field of school psychology for a minimum of 20 hours per week,
- Satisfactorily completed and submitted the IMAP Mentor Training Application for School Psychology, and
- Successfully completed the IMAP Mentor Training Program for School Psychology.

Some districts may find that a **mentor team** best suits their needs to support one or more beginning school psychologists. When mentoring responsibilities are shared, beginning school psychologists are exposed to a greater variety of school psychology and coaching styles, providing them with a wider range of support and collegiality. School districts are encouraged to consider the team mentoring option for their beginning school psychologists as a means to enhance support and professional development.

At least one mentor team member must be a licensed school psychologist who is a certified mentor. Other mentor team members can come from the following categories:

- Principal or other administrators,
- One or more members who may not have gone through IMAP-SP mentor training, but who can offer special expertise such as portfolio scorers, subject area specialists or key resource school psychologists (team members need not be in the same building as the beginning school psychologist),
- A recent IMAP-SP graduate,
- One or more beginning school psychologists(s).

The **mentor team leader** is the school psychologist of record who is responsible for reporting placement information, and planning mentor team activities to ensure a full, enriching and coordinated educational experience for the beginning practitioner.

2. What Are the Responsibilities of a Certified Mentor/Mentor Team Member?

• To provide support to a beginning school psychologist regarding effective school psychological competencies and practices.

• To maintain regular contact (face-to-face interaction is strongly encouraged but other modalities such as email, telephone, or other distance technology interaction may also be utilized) with the beginning school psychologist.

• To assist the beginning school psychologist in identifying professional goals and planning professional activities to meet IMAP-SP requirements.

• To clarify for the beginning school psychologist his/her role and responsibility in the IMAP-SP and implications for licensing.

• To encourage the beginning school psychologist to attend and participate in local, state, and national school psychological and professional development opportunities.

• To encourage and arrange for the beginning school psychologist to observe his/her mentor, other school psychologists, and/or other mentor team members in their professional practice.

• To document the types and frequency of support provided to the beginning psychologist.

• To review the beginning psychologists IMAP-SP Portfolio materials and provide guidance as needed.

Chapter 3: The IMAP-SP Portfolio

Section A: General Portfolio Information

The beginning psychologist should read this section carefully and keep these instructions in mind when creating a Beginning School Psychology Portfolio.

Please Note: While this section provides general portfolio development directions which should be followed, it will be important for the beginning school psychologist to be familiar with the 11 domains of training and practice. In addition, specific directions for compiling the portfolio may be found in Chapter 4, Section A.

Eleven domains of professional school psychology practice are articulated by the National Association of School Psychologists (NASP, 2000) and serve as the foundation for the IMAP-SP. A full description of the 11 domains can be found online through the National Association of School Psychologists at www.nasponline.org/standards/finalstandards.pdf. These domains also reflect the dispositions, knowledge, and performances contained within the Indiana Standards for School Services Professionals, Standards for School Psychologists, and all four levels of the Developmental Standards. The 11 domains are as follows:

1) Data-based decision making and accountability;
2) Consultation and collaboration;
3) Effective instruction and development of cognitive/academic skill;
4) Socialization and development of life skills;
5) Student diversity in development and learning;
6) School and systems organization, policy development, and climate;
7) Prevention, crisis intervention, and mental health;
8) Home/school/community collaboration:
9) Research and program evaluation;
10) School psychology practice and development; and
11) Information technology.

Examples of activities for each domain are in Appendix A.

The IMAP-SP asks the beginning school psychologist to conduct and document a minimum of four (4) professional activities that align with at least two (2) of the above domains of practice and address his/her professional goal(s). These professional goals can also serve as the foundation for the Professional Growth Plan used for Indiana license renewal.   After identifying his/her professional goals, the beginning school psychologist will consult with his/her mentor to identify the relevant domains of practice and specify the activities to be conducted. The beginning school psychologist will then conduct the specified activities and prepare the necessary documentation as described below.

For each of the stated professional goals, the beginning school psychologist will:

1. Identify the relevant domain(s) of practice,
2. Specify the activities to be conducted,
3. Conduct the activities,
4. Document the activities,
5. Evaluate the impact/effectiveness of the activities, and
6. Engage in self-reflection and inquiry. Self-reflection and professional inquiry is important for continual professional development and learning. School psychologists should consider their experiences while conducting activities and corresponding impact data to identify areas for future professional growth.

Section B: Required Components of the Portfolio

For each of the activities, the beginning school psychologist will prepare the following materials for inclusion in his/her IMAP Portfolio.

1. **Activity Documentation** (Appendix D) consists of an action plan or summary of the activity that includes the following:

   a) The rationale/purpose for the activity,

   b) A statement about how the activity is aligned with the domains of competency, school services professional standards, and/or the local school improvement plan,

   c) The details of, or directions for, the activity. These directions should be comprehensive enough that someone would be able to conduct the activity after reading the directions contained in the summary,

   d) A statement about how the anticipated impact or effectiveness of the activity will be evaluated. As part of the planning process for each activity, it is important to plan for the evaluation and documentation of student outcome., **and**

   e) An artifact of the activity.

2. **Impact/effectiveness Documentation** (Appendix E) includes the following:

   a) A statement regarding the outcome, impact, and/or effectiveness of the activity,

b) Student data demonstrating the change in student(s) achievement or behavior in response to the above activity. Such data could include progress monitoring data, graphs, standardized test scores, discipline referrals, attendance, etc. It is important to note that not all activities result in the desired outcomes or demonstrate effectiveness over a brief period of time. Thus, depending on the specific activity and timing of the activity student data may not be available in all cases. However, the inclusion of student data, when it is available, supports the overall conclusion regarding outcome/effectiveness and should inform future practice. Any data that is included as part of the portfolio should have identifying information removed in order to maintain confidentiality,

c) Evaluation of the activity completed by a peer or mentor based upon the observation of the beginning psychologist's implementation of the activity.

3. **Self-reflection Documentation** (Appendix F) includes the following:

a) A written summary of the self-reflection outcome. Suggested reflection questions might include:
    i. How did this activity enhance my knowledge and/or skills?
    ii. What feedback did I receive from others (administrators, teachers, parents, students)?
    iii. What are the next steps for improving my skills in this area?

It is neither expected, nor desired, that beginning school psychologists list answers to each question in their reflection. Rather, the questions have been provided to guide the self-reflection process.

b) A statement about areas in which professional inquiry is needed.

Section C: Preparation and Submission of the IMAP-SP Portfolio

The IMAP-SP portfolio must include the following:

1. Portfolio Submission Form (Appendix B and C)
2. Three (3) documentation forms (and supporting attachments) for each of the four (4) activities conducted as part of the IMAP-SP. The forms in Appendices D through F can be used to fulfill this requirement. No student identifying information (eg., name, address, parent name, teacher name, etc) should appear on the submitted materials.

The IMAP-SP Portfolio materials should be submitted in a letter-size (8 1/2 x 11) accordion file via US Mail or Hand Delivery to: Indiana Department of Education, Office of Educator Licensing and Development, 101 W Ohio St, Suite 300, Indianapolis, IN 46204.

Chapter 4: Evaluation of the IMAP-SP Portfolio

Section A: Evaluation of the Portfolio Assessment

The IMAP-SP Portfolio will be reviewed by at least 2 experienced school psychologists who have successfully completed a comprehensive training in the scoring of portfolios. Reviewers will evaluate the Portfolio materials (consisting of the documentation for the 4 required activities) using the continuum rating of: a) meets, b) emerging, or c) does not meet for each of the following elements:

1. IMAP-SP Portfolio materials demonstrate the use of evidence-based practices.
2. IMAP-SP Portfolio materials demonstrate professional, ethical, and legal practices.
3. IMAP-SP Portfolio materials demonstrate an alignment between professional goals, domains/standards of practice, and activities.
4. IMAP-SP Portfolio materials demonstrate a commitment to outcomes-based service delivery.
5. IMAP-SP Portfolio materials demonstrate positive feedback and evaluation from mentor, administrators, teachers, parents, and students.
6. IMAP-SP Portfolio materials demonstrate reflective professional practice and thoughtful planning of ongoing professional development.

IMAP-SP Portfolio evaluation will be completed through the following steps:

1. Each reviewer will independently review the portfolio to determine whether required components are present and submitted in the appropriate format and manner.
2. Each reviewer will independently use the rating scale (meets, emerging, or does not meet) to evaluate the above 6 elements for each of the 4 activities.
3. The 2 reviewers will convene to review their individual evaluations and reach agreement on a final rating for each of the 6 elements for each of the 4 activities. A final performance score will be determined.
4. Portfolios not meeting the criteria for acceptable performance will be reviewed by a third reviewer and a final decision will be made by the three reviewers.
5. Notice of the IMAP-SP Portfolio evaluation results will be sent to the beginning school psychologist and his/her Superintendent of Schools. A listing of elements not meeting expectations will only be provided for those who do not receive an acceptable performance rating. School psychologists whose portfolios do not meet the acceptable performance rating are eligible for a personal conference with a portfolio scorer who will provide individualized feedback about his/her portfolio evaluation.

Section B: Standards for Completion

The standard for completion of the IMAP-SP has three components: comprehensiveness, adequacy, and timeliness of submission, all of which must be met.

- **Comprehensiveness:** A minimum of 4 activities must be documented in three ways: activity implementation, impact/effectiveness, and self-reflection. Complete documentation of each activity is required for completion.

- **Adequacy:** The contents of the portfolio reflect that the beginning school psychologist has followed the portfolio handbook directions.

- **Timeliness of Submission:** The portfolio must be received by the specified deadline (on or before May 1). Exemptions to this deadline must be requested in writing to the Office of Educator Licensing and Development (DPS), and will only be granted upon a finding of good cause.

Section C: Standards for Performance

Performance is evaluated as being in one of three classifications: Acceptable, Conditional, and Unacceptable. The criteria for each classification are listed below. Licensing outcomes or required actions for each classification is also listed below.

Acceptable Performance:

- Criteria: Of the 24 ratings (6 elements for 4 activities), 21 (or greater) are at a "meets" or "emerging" level.

- Outcome: Beginning school psychologist eligible for Proficient Practitioner License, provided all other requirements are met.

Conditional Performance:

- Criteria: Of the 24 ratings (6 elements for 4 activities), 18-20 are at a "meets" or "emerging" level.

- Outcome: In Year Two, beginning school psychologist eligible for a third year in the IMAP-SP and resubmission of the IMAP-SP Portfolio. In Year Three, beginning school psychologist ineligible for the Proficient Practitioner License.

Unacceptable Performance:

- Criteria: Of the 24 ratings (6 elements for 4 activities), less than 18 are at a "meets" or "emerging" level.

- Outcome: In Year Two, beginning school psychologist eligible for a third year in the IMAP-SP and resubmission of the IMAP-SP only if requested in writing by the Superintendent of Schools. In Year Three, beginning school psychologist ineligible for the Proficient Practitioner License.

Appendix A

Activity Examples for each Domain of Practice

These examples are not meant to be exhaustive or comprehensive and some examples appear for multiple domains. While some activities are described as being specific to a certain grade level (eg., elementary), they may be applicable to other grade levels as well.

Domain One: Data-based Decision Making

- Attend and participate in problem solving or student assistance team meetings in assigned school buildings (at least 90% attendance rate).

- Participate in a weekly mentoring group of school psychologists to review cases.

- Be a part of the school team who conducts functional behavior assessments for children. Help write a behavior support plan for a student and monitor the student's progress over several weeks. Working with the school staff and parents, make adjustments to the plan as needed.

- Identify and chart academic interventions available within the school setting using a multi-tiered model of intervention. Analyze and offer suggestions for improvement.

- Participate on a school team of professionals who are using a progress monitoring tool (such as DIBELS) for benchmarking and progress monitoring of early literacy or math skills.

- Participate on a school team of professionals who are using tiered behavioral interventions to address the behavior and mental health concerns of their students.

- Monitor a student's behavioral progress over a period of several weeks. Make systematic observations and chart progress. Working with the school staff and parents, make recommendations and adjustments to the plan as needed.

Domain Two: Consultation and Collaboration

- Regularly consult (at least two times per month) with mental health clinicians practicing in assigned schools or at a local mental health center.

- Attend and participate in problem solving and student assistance team meetings in assigned school buildings (at least 90% attendance rate).

- Be an active member of the IASP Legislative Committee and/or collaborate with Indiana's DOE and ICASE about legislative activities applicable to school psychology and special education in Indiana.

- Plan and present an in-service to school staff or parents on a relevant topic, such as:

- o state and federal regulations,
- o response to intervention (integrated and focused systems),
- o behavioral interventions,
- o research-based academic interventions,
- o cultural diversity and competence, or
- o learning theory, and/or cognitive development including classroom implications for instruction.

- Participate on a school team of professionals who are using tiered behavioral interventions to address the academic, behavior and mental health concerns of their students.

- Participate in a weekly mentoring group of school psychologists to review cases.

- Be an active member of a school or system-based committee for program evaluation. Assist school staff in determining how to interpret and apply statewide assessments, such as ISTEP and ISTAR.

Domain Three: Effective Instruction and Development of Cognitive/Academic Skills

- Plan and present an in-service to school staff or parents on a relevant topic, such as brain-based learning, learning theory, and/or cognitive development and include classroom implications for instruction.

- Identify and chart academic interventions available within the school setting using a multi-tiered model of intervention. Analyze and offer suggestions for improvement.

- Participate on a school team of professionals who are using a progress monitoring tool (such as DIBELS) for benchmarking and progress monitoring of early literacy or math skills.

- Be an active member of a school or system-based committee for program evaluation. Assist school staff in determining how to interpret and apply statewide assessments, such as ISTEP and ISTAR, with children who might require accommodations/modifications to the tests and to their school curriculum.

Domain Four: Socialization and Development of Life Skills

- Produce and explain a written report on a student's behavioral and adaptive development using information gathered through interview, rating scales, observation, and student self-report.

- Develop and conduct a social skills training program with a group of students in your school building.

- Be a part of the school team who conducts functional behavior assessments for children. Help write a behavior support plan for a student and monitor the student's progress over several weeks. Working with the school staff and parents, make adjustments to the plan as needed.

- Monitor a student's behavioral progress over a period of several weeks. Make systematic observations and chart progress. Working with the school staff and parents, make recommendations and adjustments to the plan as needed.

Domain Five: Student Diversity in Development and Learning

- Create a list of interpreters within the community, including those for the hearing impaired.

- Create lessons or a presentation on various cultures for a given grade level or staff.

- Attend or conduct a workshop on cultural diversity and competence.

- Meet regularly with the ENL coordinator to review progress of ENL at-risk learners and identify appropriate interventions to increase academic competencies.

- Identify research-based interventions to use with children with ESL concerns.

- Make a list of recommended instruments to use with specific populations, such as English-language learners, autism spectrum children, preschool, etc. Use professional reviews, such as Buros, to make recommendations. Share with other school psychologists.

Domain Six: School and Systems Organization, Policy Development, and Climate

- Plan and present an in-service to school staff or parents on a relevant topic, such as:
  o response to intervention (integrated and focused systems),
  o cultural diversity and competence, or
  o differentiated instruction.

- Use internet sites to identify and review scientifically-based instructional methodologies and programs. Make recommendations to school staff.

- Identify and chart academic and behavioral interventions available within the school setting using a multi-tiered model of intervention. Analyze and offer suggestions for improvement.

- Identify and evaluate instances of aggression/bullying within the school setting and develop a tiered system of interventions to address behavioral needs.

- Participate on a school team of professionals who are using a progress monitoring tool (such as DIBELS) for benchmarking and progress monitoring of early literacy or math skills.

- Be an active member of a school or system-based committee for program evaluation.

Domain Seven: Prevention, Crisis Intervention, and Mental Health:

- Participate as part of a school or district team to develop a crisis intervention plan.

- Attend or conduct a training on crisis intervention and response.

- Develop, share, or research resources regarding various mental health disorders and related behaviors such as suicide.

- Identify and evaluate instances of aggression/bullying within the school setting and develop a tiered system of interventions to address behavioral needs.

- Participate on a school team of professionals who are using tiered behavioral interventions to address the behavior and mental health concerns of their students.

Domain Eight: Home/School/Community Collaboration:

- Create a list of community agencies and services provided. Make contacts with one or more of these agencies to identify ways the school and agency could work together to assist children and families.

- Develop and distribute resource materials for parents and family members.

- Encourage and support the involvement of family and community members in school-based problem solving teams and improvement efforts.

- Involve parents are partners in the intervention and/or evaluation process.

- Present at or attend parent meetings, school open houses, family nights.

Domain Nine: Research and Program Evaluation

- Use current research to inform your own practice and advance the practice of colleagues through inquiry, professional learning communities, presentations, and resource development.

- Assist district and school teams in utilizing empirical evidence to inform decision making by serving on school improvement or leadership teams.

- Evaluate the impact of interventions and services to individual students or groups of students by collecting various types of information and data.

Domain Ten: School Psychology Practice and Development

- Plan how you will explain the procedural rights and safeguards to parents and students of legal age in an understandable manner.

- Plan how you will ensure confidentiality of student records and information, such as sharing/storing your psychological reports, communicating with other professionals, and speaking with school staff about specific children.

- Plan and present an in-service to school staff or parents on a related topic, such as state and federal regulations.

- Participate in a weekly mentoring group of school psychologists to review cases.

Domain Eleven: Information Technology

- Use internet sites to identify and review scientifically-based instructional methodologies and programs. Make recommendations to school staff.

- Chart individual student progress using a spread sheet and graphing functions or a web-based data management system.

- Use computer-based scoring programs, such as those with the Woodcock-Johnson Tests of Achievement, and incorporate the information into a written report to present at a parent conference.

Appendix B

Beginning School Psychologist Identification and Return Receipt Form

Mailing or Delivery Date of Portfolio: _____

Candidate Name   _____

Candidate ID#   _____

Candidate License #   _____

Address to which this return receipt should be mailed:

                                              _____

                                              _____

Home Address (if different)

                                              _____

                                              _____

Telephone #   _____

Home E-mail   _____

School E-mail   _____

Mentor Name   _____

Hours of Mentoring Provided: Year 1 _____   Year 2_____   Year 3 (As needed)_____

Superintendent   _____

School District/School   _____

School/District Address   _____

                                              _____

School Phone #   _____

Appendix C

School Psychology Portfolio Attestation of Authenticity

Directions: Please complete and place in submitted portfolio.

This Portfolio has been submitted as part of completing the Indiana Mentoring and Assessment Program for School Psychologists (IMAP-SP) to meet requirements for eligibility for the Proficient Practitioner License. This attestation is an acknowledgement that the ultimate responsibility for compiling the portfolio documentation (including the commentaries) lies with the beginning school psychologist; however, beginning school psychologists are encouraged to seek assistance, input and feedback from the mentor, principal or other colleagues in preparing for the portfolio assessment.

Attestation by the Beginning School Psychologist
- I have primary responsibility for providing the documentation in this portfolio.
- I am the sole author of the material and information contained in this submission.
- There is no plagiarized material in this portfolio.

_____   _____
School Psychologist's Signature   School Psychologist's Name (printed)

_____
Candidate ID#

Attestation by the Principal
To the best of my knowledge, the statements above are accurate.

_____   _____
Principal's Signature   Principal's Name (printed)

_____   _____
Mentor's Signature   Mentor's Name (printed)

Appendix D

Activity Documentation Form

Goal:	Domain:

Activity:

Rationale/Purpose:

Alignment between activity and domains of practice, school services professional standards, and/or local school improvement plan:

Activity Description (details/directions): (Summarize or attach)

Plan for evaluating impact/effectiveness:

Type of artifact provided in the IMAP portfolio:

Appendix E

Impact/Effectiveness Documentation Form

Goal:	Domain:
Activity:	
Description of Outcome/Impact/Effectiveness:	
Student Outcome Data: (Summarize or attach)	
Peer/Mentor Evaluation: (Summarize or attach)	

Appendix F

Self-Reflection Documentation Form

Goal:	Domain:
Activity:	
Summary of Self-Reflection:	
Areas in need of professional development/inquiry and potential actions.	

Appendix G:

Documentation of Special Circumstances and Request for an Extension of Time for Completion of the IMAP-SP

Individuals who have had a break in employment or take a leave of absence due to illness, maternity, or other extenuating circumstances and request the postponement of their portfolio due to such extenuating circumstances, will not be penalized for the leave or decision to postpone completion.

IMAP-SP is designed as a two-year assessment program with the option of using a third year as needed. Because special circumstances may impact a beginning school psychologist's opportunity to complete these requirements within this timeframe, this policy allows a school psychologist to elect to "roll back" his/her "participation status," thereby providing an additional year for completion.

Please complete required information on <u>Special Circumstances Request for Extension Form</u> and attach medical or district documentation as appropriate.

Indiana Mentoring and Assessment Program for School Psychologists (IMAP-SP)

Special Circumstances Request for Extension Form

Candidate Name   _____

ID #   _____

District/School   _____

District Phone #   _____

School Phone #   _____

Current IMAP-SP registration year as noted on your IMAP-SP registration confirmation letter (check one)

_____ Year 1   _____ Year 2

Reason for Request for Extension for Completion of IMAP-SP
(Attach documentation of circumstances required)

_____

_____

_____

_____   _____   _____
Name of Superintendent (Print)   Signature of Superintendent   Date

_____   _____   _____
Name of Principal (Print)   Signature of Principal   Date

_____   _____   _____
Name of Beginning School Psychologist   Signature of Beginning School   Date
(Print)   Psychologist

This request must be submitted at **least 30 days before** the portfolio due date of May 1. A statement documenting work completed and work to be completed in addition to documentation of extenuating circumstances making it impossible to complete the portfolio within the standard time must be attached. The Beginning School Psychologist Assessment Committee will review this request. If approved, your current program participation year will be maintained for the following school year. You will receive a written response to your request. (Incomplete requests will be returned. Submit form to: Office of Educator Licensing and Development; State House, Room 229; Indianapolis, Indiana 46204.